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problems, and there are tentative conclusions presented at the close of most of the discussions.

The bibliographies are very brief, so brief that it would have been better to have added annotations. In brief references there are, inevitably, serious omissions; too long bibliographies are so confusing that perhaps short bibliographies are better.

The book is very interesting and will undoubtedly have a wide use. It was prepared for teachers, but sociologists will find it worth their while to read it.

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Adolescence and high-school problems.—No topic in the field of secondary education has received fuller and more frequent treatment than that of adolescence. The latest discussion of the subject comes from a school administrator¹ who has attempted to make the psychology of adolescence the real basis for interpreting many of the problems in the organization and administration of the secondary school.

The book, as indicated by the title, is divided into two parts. In the first part the author has packed into 125 pages an illuminating discussion of the nature of youth which, although presenting in general the point of view of the race-recapitulation theorist, is remarkably free from the extravagant speculations and vagaries of most writers of that school. The second part of the book treats some of the outstanding administrative problems of the high school in the light of the fundamental thesis established in the first part, namely, that the only constant in secondary education is the racial character of the youth.

Chapter viii, "The Transition from the Elementary to the Secondary School," deserves special mention. It is a distinct contribution to the literature of the junior high school and is the best summary of junior high school theory and practice in print. Chapter x, "The Curriculum," on the other hand, is too general and is below the standard of the other chapters of the book. The chapters on high-school problems are clearly and vigorously written. They reveal unusually keen insight into administrative technique and a deep, human concern for the interests and welfare of the individual high-school student. The adult who received his education in the high school of twenty years ago, after reading the second part of the book, might well regret that he had not had the opportunity to receive his secondary education in a school administered after the manner described by this author.

This book should be read by high-school teachers, administrative officers, and the parents of high-school girls and boys. It will stimulate anyone who is concerned with the human side of high-school education.

W. C. REAVIS

¹ RALPH W. PRINGLE, *Adolescence and High School Problems*. Boston: D. C. Heath & Co., 1922. Pp. x+386. \$1.60.